**Area of Study**

**Belonging**

**Question One – Short Answer Questions**

Question One of Paper One is designed to ease you into your first HSC Exam. Consisting of a number of short answer questions, this section is your chance to show off your amazing insight into how several unseen texts present different ideas about belonging. You will be asked to do a number of different things when answering questions. A glossary of different terms used in these questions is provided below.

**Analyse –** Identify components and the relationship between them, exploring how techniques convey concepts

**Assess -** Establish the value of a particular idea or text

**Compare –** Show how things are similar or different

**Describe –** Provide characteristics and features

**Evaluate –** Estimate the worth of a text in a range of contexts and justify that estimation and its process

**Explain –** relate cause and effect; make the relationship between things evident; provide why and/or how

**Explore –** Examine closely and experiment with texts

**Identify –** Recognise and name

**Remember:** When explaining *how* a concept is being explored in a text, you must

1. Identify the technique being used
2. Give a quote to support the technique
3. Analyse how that technique and quote demonstrate a particular aspect of belonging

**Always Remember:** to use the marks allocated for each question as a guide to how much you should be writing. A one mark question requires a fairly brief response, where a five mark question requires an in depth analysis of one or two texts and the use of a high degree of textual evidence to support your argument.

**Text One – Poem**

My Country

The love of field and coppice,

Of green and shaded lanes,

Of ordered woods and gardens

Is running in your veins.

Strong love of grey-blue distance,

Brown streams and soft, dim skies –

I know but cannot share it,

My love is otherwise.

I love a sunburnt country,

A land of sweeping plains,

Of rugged mountain ranges,

Of droughts and flooding rains.

I love her far horizons,

I love her jewel – sea,

Her beauty and her terror –

The wide brown land for me!

The stark white ring-barked forests,

All tragic to the moon,

The sapphire – misted mountains,

The hot gold hush of noon,

Green tangle of the brushes

Where lithe lianas coil,

And orchids deck the tree – tops,

And ferns the warm dark soil.

Core of my heart, my country!

Her pitiless blue sky,

When, sick at heart, around us

We see the cattle die –

But then the grey clouds gather,

And we can bless again

The drumming of an army,

The steady soaking rain.

Core of my heart, my country!

Land of the rainbow gold,

For flood and fire and famine

She pays us back threefold.

Over the thirsty paddocks,

Watch, after many days,

The filmy veil of greenness

That thickens as we gaze.

An opal – hearted country,

A wilful, lavish land –

All you who have not loved her,

You will noto understand –

Though earth hold many splendours,

Wherever I may die,

I know to what brown country

My homing thoughts will fly.

By Dorothea Mackellar

**Text Two – Personal Reflections**

1. **Shabibi Shah**

Shabibi Shah was born in Afghanistan in 1947 and arrived in London in 1984. She explains how she does not feel at home either here or in Afghanistan.

‘No, I can’t feel like home, I’ve never felt before and I never will. This is my personal problem, I do not think other people think like me. I, here, what you see here I know as a house, not a home.

‘Never, I do not know why that is but unfortunately, and unfortunately I went to Afghanistan and that was not my home, there also everyone is a stranger to me. The whole system is strange, everyone is in a different state. The only thing from Afghanistan that I miss at the moment is its beautiful sun – it truly has a sweet sun, no? And its weather and fruits and so on. Its people have changed, the people that I knew are not there. In actual fact all have left. And there I did not find a home for myself.

‘And when I came back here, we have a saying your father knows, ‘kafe sare au’ (bubbles on the water), ‘kafe sare au’ is when you leave a tap fully open, suddenly there are bubbles on the surface of the water, you know? And they are slowly, slowly fading away. I, in this society, feel like a bubble on the water. I think that I am here until I get old, eventually when I get old I will go to nursing home, that is it. Why I am so I, for God’s sake, do not know. And no-one else thinks like me, no-one else, everyone who is around my age does not have this feeling.

‘I do understand and I do not understand, in both situations. At one time I had strong roots in Afghanistan – that was separated from the roots and over here it did not grow into a root. Like a tree that is chopped from its spot – it does not grow again.’

1. **Alebachew Desalegn**

Alebachew Desalegn was born in Ethiopia in 1959 and came to London in 1993. He talks about how he feels now he has two homes.

‘Basically the good thing is that there is no conflict of interest between these two countries of mine. My sense of belongingness to Ethiopia has developed inside me since my childhood. It is one of the inseparable parts of my identity. Then after, when you run away from persecution and get protection, you have to be grateful for the hospitality of the host community without any reservation.

Britain is my other Ethiopia in my heart. The main thing is not being granted citizenship but the love you have for that particular country. As I told you, Ethiopia is not taken from my heart although I am living in exile. It is kept in my heart. I think it is possible to commit your heart to the love of two, three and even four, five, six countries.

The main thing is avoiding hatred. And it is possible to love with more than one country. Britain is my second country, where I have been made most welcome when I was in a desperate plight. My love for Britain is the same as for Ethiopia.’

**Text Three – Speech**

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.

One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness."

It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt.

We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

Ihaveadreamtoday!

I have a dream that one day, down in Alabama, whose governor’s lips are presently dripping with the words of "interposition" and "nullification", will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

This is our hope, and this is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

**Text One – Poem**

1. What is the main contrast between the English countryside described in Stanza One and the Australian landscape described in the rest of the poem?

**1 Mark**

1. How does Mackellar use poetic devices to convey her sense of belonging to Australia?

**3 Marks**

**Text Two – Personal Reflections**

1. How are the contrasting views of belonging conveyed in the text?

**3 Marks**

**Text Three – Speech**

1. Provide ONE metaphor used by King to convey the sense of not belonging felt by the African American people

**1 Mark**

1. How does King use figurative language to convey the importance of belonging to the nation for the African American people?

**3 Marks**

**Texts One, Two and Three**

1. Analykse and compare how TWO of these texts represent the importance of belonging to place

**5 Marks**

**Question Two – The Creative Response**

Question two requires that you write a creative response that

1. Considers audience, purpose, context and form
2. Is sustained, original and imaginative
3. Explores the concept of belonging in a perceptive way
4. Skilfully employs a range of language forms, features and structures

You could be asked to write in a specific text type or any form you wish to write in. The question could require that you write a

* Short story or narrative
* Journal entry
* Speech
* Interview
* Reflective response
* Diary Entry
* Feature Article
* Script/discussion between two people
* Television show transcript
* Radio show transcript

You might choose to focus your creative response on concepts of belonging discussed in class or explored in your Extended Response in Question Three. Some ideas you might want to consider could be

* Belonging is created through connections between people
* Belonging can be created through connections between people and place
* A sense of belonging can be created through connections to groups and communities
* Belonging can enrich our identity and relationships and can lead to acceptance
* Individuals may challenge or enrich a community or group
* Attitudes towards the idea of belonging can change over time, and from place to place
* Some individuals will actively choose not to belong

**Creative Response Questions**

1. "He is the eternal alien, the outsider." --- Use this as the key idea for a narrative on the concept of belonging.
2. Compose a speech entitled “The Perfect Circle”
3. Compose a story entitled “Inside these walls”
4. “… a mosaic, a dance of broken, gleaming fragments” Use this quotation as a central idea in your own piece of writing that explores the experiences that belonging may hold.
5. Select one of the following quotations. Use this quotation as a central idea in your own piece of writing that explores the experience of belonging.
6. “Her smile was a welcoming beacon and I was no longer alone.”
7. “This was home.”
8. “The wall was not only a physical barrier. It was psychological too.”
9. Use the following stimulus to develop a piece of creative writing that explores the theme of ‘Belonging’
10. All he wanted as to belong…
11. It was a uniform. She stared…
12. He was tired of being told he had to belong.
13. Imagine you are a person who has experienced belonging in a significant and surprising way. Write a thoughtful and engaging article for *Connections*, a magazine for young people, in which you reflect your experience and pass on some of the valuable insights you have gained through the experience.
14. “Belonging is essential to a person’s understanding of themselves”

Use this statement as the basis for a piece of writing

1. A selection of student’s imaginative writing will be included in a HSC edition of a CD ROM called ‘Belonging’. Compose a piece of writing to contribute to one of these sections:

* Belonging with friends
* Belonging in a family
* Choosing not to belong.

**Question Three – The Extended Response**

A well thought out and carefully structured piece of writing that answers the question will always gain the best marks. Remember to always use formal, sophisticated language, and be careful of your spelling and grammar. Keep sentences concise and always link your paragraphs back to your main argument. Before submitting your work to be marked, use this checklist to ensure that you have followed the conventions of essay writing.

**Pre-Writing**

* Underline or highlight the key words in the question
* Write a brief plan

**Introduction**

* Answer the question (use the terms of the question)
* Elaborate on the different aspects of belonging that you will be discussing
* Introduce your prescribed and supplementary texts
* Briefly explain how each text presents ideas about belonging

**Body (3 main points)**

* Topic sentence that answers the question and gives a concise indication of the direction your paragraph will be going in
* Detailed discussion of how the composer explores the concept of belonging in the text
* Explicit detailing of techniques used
* Close textual evidence to support your argument
* Detailed, in depth analysis of how your techniques and supporting textual evidence present a particular concept of belonging
* Concluding sentence that links your discussion back to your main argument
* Each paragraph deals with a clearly defined separate point
* Each topic sentence links back to the previous paragraph, building on your argument

**Conclusion**

* Restate the terms of the question
* Explain how analysis of each text has demonstrated various concepts of belonging

**Common Mistakes Checklist**

Before submitting a piece of work for marking, ask yourself the following questions. Does your response:

* Base its answer on *one* prescribed text?
* Include *several* other related texts?
* Answer the *question* posed?
* Explain *what* each text says about belonging?
* Explain *how* each text conveys ideas about belonging?
* Have *balance* in the treatment of each text?
* Make *connections* between the texts?
* *Compare* and *contrast* ideas and techniques?
* Draw all these ideas together and synthesise them into an argument?
* Use *formal* and *sophisticated* language?
* Have a *clear* and *logical* structure?
* Use correct *spelling, grammar* and *paragraphing*?

**Extended Response Questions**

1. Belonging relies on both conformity and individuality. What is your view? Compose a persuasive response with reference to the prescribed text and 2 other related texts of your own choosing.
2. Belonging is dynamic, process driven and complex. Discuss this statement using your prescribed text and other related texts of your own choosing.
3. Belonging can be self-fulfilling and self-destructive. Explain the relevance of this statement with close reference to the texts you have studied.
4. Belonging is an instinctive human need in all of us. Discuss with reference to your prescribed text and one related text.
5. “The need to belong marks us a human and it is this which leads to fulfilment” To what extent do you agree with this statement?
6. To what extent do different groups to which we belong define who we are? In your answer refer to your prescribed text and two other texts of your own choosing.
7. Membership of any group requires obedience. Rules and conventions are the cornerstone of acceptance. What is the relationship between belonging and rules? In your answer refer to your prescribed text and two related texts of your own choosing.
8. Belonging is not always a good thing. What disadvantages are there for individuals and society in belonging? In your answer refer to your prescribed text and two texts of your own choosing.
9. Claude Levi Strauss once said “being human signifies us, for each one of us, belonging to a class, society, a country and a civilization.” Explain this statement with close reference to your prescribed text and other texts of your own choosing.
10. To what degree has studying the concept of belonging augmented your understanding of yourself, others and the world? In your answer refer to your own prescribed text and at least three other related texts of your own choosing.
11. “Despite an individual’s desire to belong to a group or community, this is not always possible.” How do the texts you have studied represent the processes and results of belonging and/or not belonging?
12. You have been invited to speak at the book launch of a new collection of texts entitled “Belonging in Our Society”. In your speech, explain and assess the ways in which belonging is represented in the texts you have studied.
13. “Belonging to a community or group has a significant impact on an individual’s sense of self.” Discuss this statement, focusing on how the composers of the texts you have studied represent belonging.
14. “Belonging to a group or community can provide opportunities and disappointments” to what extent do the texts you have studied support this idea?
15. “More than anything else, belonging is about finding a sense of place in the world.” Do you agree? Argue your point of view, referring to the texts you have studied.
16. You have been invited to write an article for a teenage magazine called “Youth and Belonging”. In your article, analyse the ways in which belonging is represented in the texts you have studied.
17. “Our desire to belong is universal, but expresses itself in different ways.” Evaluate the way this idea is explored in your prescribed text and one other text of your own choosing.
18. “Belonging is imposed from without rather than within.” Discuss.
19. “Family traditions counter alienation and confusion. They help define who we are; they provide something steady, reliable and safe in a confusing world.” Discuss.
20. “We search for a place to belong, not realising that it’s our perceptions and attitudes and not the place that allow us to belong.” How is this statement explored in the texts you have studied?
21. “Understanding nourishes belonging. A lack of understanding prevents it.” Demonstrate how your prescribed text and one other related text of your own choosing represent this interpretation of belonging.
22. “Belonging is the cornerstone to finding identity as an individual.” To what extent is this true of the texts you have studied?
23. “Our sense of identity is stronger when we feel that we belong.” To what extent is this true of the texts you have studied?
24. Membership of any group requires obedience. Rules and conventions are the cornerstone of acceptance. What is the relationship between belonging and rules? In your answer refer to your prescribed text and two texts of your own choosing.
25. Belonging is a fundamental part of society. Discuss this idea with reference to your prescribed text and other texts of your own choosing.

